

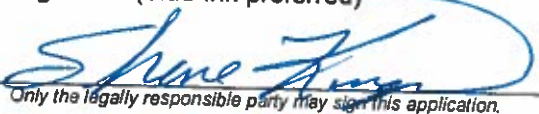
**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: right; font-weight: bold;"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 AM 11:29 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Hooks ISD		019902	
Vendor ID #	ESC Region #	DUNS #	
1756001809	8	05-345-9558	
Mailing address		City	State ZIP Code
100 East 5 th Street		Hooks	TX 75561
Primary Contact			
First name	M.I.	Last name	Title
Tracy		Cook	Federal Programs Director
Telephone #	Email address		FAX #
903-547-6077	cookt@hooksisd.net		903-547-2943
Secondary Contact			
First name	M.I.	Last name	Title
Penny		Morphew	Business Manager
Telephone #	Email address		FAX #
903-547-6077	Morphewp@hooksisd.net		903-547-2943
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Shane		Krueger	Superintendent
Telephone #	Email address		FAX #
903-547-6077 ext. 1020	kruegers@hooksisd.net		903-547-2943
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

701-18-111-015

Schedule #1—General Information

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 019902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

After four years of ACE after-school and summer school programming, Hooks ISD has realized the value of providing extended learning opportunities for the district that serves 59.4% economically disadvantaged students. Cycle 10 funding will only elevate and enhance grant activities to maximize the goals of the program. In recent surveys all constituents, parents, students and day school teachers, have seen positive results from the ACE program. ACE staff and administration have seen changes in student attendance, discipline and achievement. Data collected from the ACE program have shown that the goals of the program are being met. Achievement has increased for the economically disadvantaged, discipline referrals have decreased, and attendance has improved. Hooks administration finds a direct correlation between the ACE program efforts and the improvement in these goal areas.

Lessons learned from ACE programming will help guide the development of the budget for Cycle 10. A comprehensive *needs assessment* will steer the grant team to make budgetary decisions that eliminate those efforts that may not have been very successful and continue those that were. The grant team consists of the Federal Program Director, ACE Project Director, Site Coordinators and the Family Engagement Specialist, all of whom have experience in delivering a quality ACE program. Data collected from achievement, discipline, attendance and graduation rates were brought to the table to consider costs in the budget that would address needs in each of these areas. Along with hard data, soft data surveys from parents, campus administrators, students and day school staff were collected and quantified to get an overall picture of the perceptions of the ACE program and areas that need to be addressed or maintained.

Goals for the ACE program are reflected in the budget and address *children of poverty* and their educational and social/emotional needs. With an overall 59% district percentage economically disadvantaged student group, goals, developed by the grant team, include opportunities to:

- **Promote student success and college and career readiness**
- **Build youth assets such as character, resilience, and wellness**
- **Foster partnerships that maximize resources and build community ties; and**
- **Engage families in their children's learning in meaningful ways**

The grant team will continually evaluate progress toward the program goals with weekly staff meetings where data is disaggregated from a formative assessment process. The Project Director uses DMAC (Data Management and Assessment and Curriculum System) to see curriculum-based assessments and benchmark testing. This data is always at the forefront of evaluating the success of the program. A strong alignment between the day school and the after-school program ensures that tutoring and homework help is directly tied to day school instruction to provide a seamless transition. In addition to the evaluation of formative data the district will hire an external evaluator whose job it is to objectively observe program activities and student-level data to keep the program targeted to the goals and objectives.

Keeping the statutory and TEA requirements in mind, the Hooks ACE program, under the direction and management of the ACE Project Director, would provide 35 weeks of programming in before- and after-school and summer school for academic and enrichment activities. Research-based procedures, materials and resources will be purchased to ensure quality programming and engaging activities.

Tremendous success has come from the partnership with Texarkana College that offers both welding certifications and Kids' College opportunities in the summer. With the comprehensive evaluation of effective activities, the grant team set out to develop a budget that encompasses the continuation of successful efforts, like the partnership with TC, and a budget that allows for new efforts that address identified needs.

Having seen positive results from the ACE program, the superintendent and board of trustees believe they can turn student handicaps into advantages, as long as they can provide extended learning opportunities equal in quality to those offered in more urban areas. The award of the 21st Century Community Learning Center grant will enable Hooks ISD to achieve their vision for a school that goes above and beyond to enhance its education program and address community needs.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$459,675	\$0	\$459,675
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,000	\$9,000	\$37,000
Schedule #9	Supplies and Materials (6300)	6300	\$92,500	\$0	\$92,500
Schedule #10	Other Operating Costs (6400)	6400	\$39,441	\$0	\$39,441
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$619,616	\$9,000	\$628,616
3.678% <u>indirect costs</u> (see note):			N/A	N/A	N/A
Grand total of budgeted costs (add all entries in each column):			\$619,616	\$9,000	\$628,616

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$628,616
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$31,430

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 019902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1	0	\$70,000
5	Site coordinator (required)	3	0	\$165,000
6	Family engagement specialist (required)	0	.5	\$25,000
7	Secretary/administrative assistant	1	0	\$25,000
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$285,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$58,500
25	6121	Support staff extra-duty pay		\$66,924
26	6140	Employee benefits		\$49,251
27	Subtotal substitute, extra-duty, benefits costs			\$174,675
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$459,675

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 019902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator	\$9,000
2	Texarkana College	\$11,000
3	Drivers' Education	\$1,000
4	Enrichment Activities	\$16,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$37,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$37,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 019902

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$92,500
Grand total:		\$92,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 019902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$10,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$29,441
Grand total:		\$39,441

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 019902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director of the Hooks after-school program will hold a master's in educational administration with extensive educational leadership and excellent organizational and project management skills. The Director will have strong leadership ability with experience in supervision.
2.	Site Coordinator(s)	Each will hold a bachelor's degree in education with strong management and organizational skills. Experience with at-risk children and families and knowledge of community resources will be essential.
3.	Family Engagement Specialist	The FES will hold a bachelor's degree in education or a related field and will have experience working in an educational, social service or family support service setting. He/she will supervise educational programs to immediate families and/or guardians of students enrolled at Hooks ISD.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Disaggregate data from 2018 STAAR	08/15/2018	08/30/2018
		2. Determine students in need of afterschool	08/15/2018	08/25/2018
		3. Provide targeted TEKS-based instruction	09/04/2018	05/25/2019
		4. Assess skills attainment frequently	09/04/2018	05/25/2019
		5. Differentiate instruction to meet the students' needs	09/04/2018	05/25/2019
2.	Improve Attendance	1. Build skill levels to improve student confidence	09/04/2018	05/25/2019
		2. FES contacts parents/promotes attendance	09/04/2018	05/25/2019
		3. Design engaging parent involvement activities	09/15/2018	05/25/2019
		4. Focus on health and nutrition in curriculum	09/15/2018	05/25/2019
		5. Reward good attendance every 6 weeks	09/28/2018	05/25/2019
3.	Improve Behavior	1. Use PBIS to set out behavior guidelines	08/13/2018	08/17/2018
		2. Build student confidence with skills attainment	09/04/2018	05/25/2019
		3. Design lessons that are highly engaging	08/15/2018	08/17/2018
		4. Make weekly positive contacts with parents	08/31/2018	05/25/2019
		5. Reward good behavior every 6 weeks	09/28/2018	05/25/2019
4.	Improve Promotion Rates	1. Use formative and summative data to identify needs	09/28/2018	05/25/2019
		2. Adjust instruction to address students' needs	09/28/2018	05/25/2019
		3. Provide targeted remediation that increases grades	09/04/2018	05/25/2019
		4. Involve students in setting achievement goals	09/04/2018	05/25/2019
		5. Coordinate instruction with the day school	08/17/2018	05/25/2019
5.	Improve Graduation Rates	1. Provide targeted remediation	09/04/2018	05/25/2019
		2. Involve students in college and career activities	09/21/2018	05/25/2019
		3. Begin career interest activities in the junior high	09/21/2018	05/25/2019
		4. Involve students in STEM activities	10/01/2018	07/25/2019
		5. Provide parents w.information re: grad requirements	09/15/2018	05/25/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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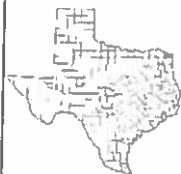
By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**



Hooks ISD is located in the northeast corner of the state on Interstate 30. The population of Hooks is 2,751 with a poverty rate of 33.2%, a rate much higher than the state average of 20.7%. The main employer for Hooks, Texas, has been Red River Army Depot, a 15,000-acre plant for maintaining tactical wheeled vehicles for the armed services. Once a thriving ammunition plant, RRAD is now undergoing reductions in force to the tune of at least 600 workers by May of 2018. Reductions have been gradual over the years beginning back in

1995, causing residents to commute to jobs in nearby larger towns, thus creating a tremendous need for after-school care for parents. The town area is sparse and lacks enrichment activities, such as dance, piano and soccer leagues that are enjoyed by the more affluent school districts some 20 miles away in Texarkana, Texas. There is no Lions' Club, no Rotary Club, or any other community resources for this small, rural East Texas town. The main business is school!

The children of Hooks ISD rely on the ACE program to provide activities that they would not have without grant programming. Surveys of students and parents have shown high levels of satisfaction with the ACE program because of the offerings of gymnastics, soccer, drivers' education, gardening, golfing and hands-on STEM projects, none of which is offered locally. Eighty seven percent of parents work during the after-school hours and fifty percent said that their children would be without adult supervision if the ACE program was not available. They place a great deal of value on their children completing homework and receiving healthy meals before they arrive home in the early evening. To quote one of our parents, "ACE gives the kids opportunity to succeed in their school work and makes the kids less stressful when they get home. My son is always in a good mood after ACE."

There is a need to continue Hooks ISD's partnership with Texarkana College through the TexAmericas Center located 2.7 miles away. Although many of the after-school activities incorporate such workplace skills as collaboration, communication and innovation, the ACE program sees a need to expand career and technical opportunities such as welding for both students and community members.

Research from the Office of Juvenile Justice and Delinquency Prevention says that most juvenile violent crimes occur during the time after school from 3:00 – 8:00PM. The Afterschool Alliance Organization has concluded that self-care and boredom in after school hours increases the likelihood of that a young person will experiment with alcohol and drug abuse. It is during this time that they develop dependencies on alcohol, tobacco and drugs for ages 12 to 15. Using research as a guide, Hooks ACE program will provide safe harbor for the children of the Hooks community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only.*

Use Arial font, no smaller than 10 point.

☐ This applicant is part of a planned partnership.

☒ This applicant is unable to partner.

Hooks has virtually no community resources. There are no civic organizations, like Lions' Club or Rotary Club. Fine arts resources, such as dance or piano, are offered in Texarkana, Texas, 20 miles away. The typical ACE student does not have the means or the resources to travel to these resources. The lack of after-school activities in town leave students bored and open to criminal activity. The majority of ACE students go home to an empty house or to a location that lacks adult supervision. Hooks' Ace Program has been a tremendous avenue for students to participate in enrichment activities that level the playing field with non-ACE students.

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Schedule #16—Responses to Statutory Requirements (cont.)

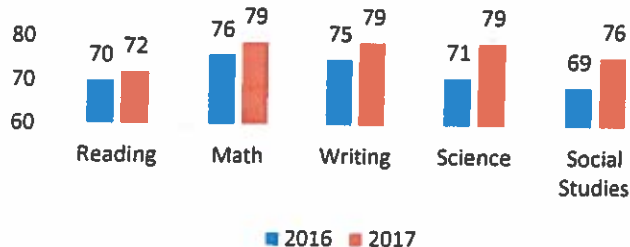
County-district number or vendor ID: 019902

Amendment # (for amendments only):

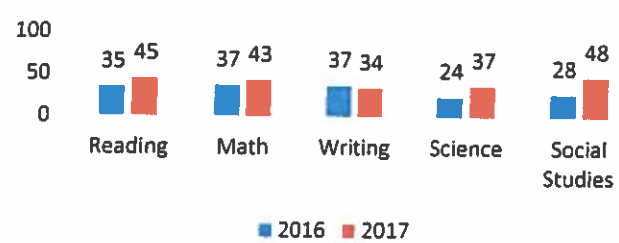
Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hooks ISD received funding in the 2013-2014 school year and has seen substantial growth in achievement performance on the STAAR for economically disadvantaged students in the latest 2017 school year. Since the primary target for the after-school program has been for this student group, data show that the efforts from grant-funded extended learning time has increased in all subject areas.

**Economically Disadvantaged
APPROACHES Grade Level**



**Economically Disadvantaged
MEETS Grade Level**



In the MASTERS Grade Level area, there was an average of 5% growth from 2016-2017 with this student group. With a continuance of funding from 21st CCLC, the district anticipates at least a 2% growth in achievement each year of the grant. Performance for the future will be impacted by the continuity in the grant staff. Several of the staff who direct the program have been experienced with grant activities for the past four years.

Hooks ISD sees a correlation between the after-school program and the increase in attendance from 2015 to 2016 (latest TAPR data). In 2015 the attendance rate was 95.6% and the 2016 attendance rate was 96.1%. Rates from past years showed no increase with a steady 95% attendance rate. It was not until the after-school program was established that the rate jumped to 96.1%. The district still sees room for improvement in this area and will employ successful practices to continue this line of growth.

Although discipline improved in the first year of programming, the district has not seen significant improvement in subsequent years. There is a need for a more consistent system of campus-wide behavior management. Training and implementation for *Positive Behavior Intervention Supports* will occur in the fall. Behavior expectations for all areas of the campus need to be defined and enforced in classrooms, hallways, playgrounds and cafeterias. This process will improve discipline referrals by making the learning environment more structured with clear expectations for behavior.

The district reserves bragging rights for having no dropouts over a two-year period, 2014 and 2015. Having started the after-school program in 2013, graduation rates have remained at 98.5%; however, the economically disadvantaged group has increased the graduation rate from 83.3% in 2013 (pre-grant) to 97.1% in 2016. The increase is definitely attributed to the efforts and activities of a successful after-school program, and those efforts and activities will be improved upon and enhanced with the continuation of the grant.

After careful selection of after-school curriculum, the district will continue using Mindworks, a research- and brain-based set of units developed to incorporate a number of skill areas including 21st century skills. These skills include several workplace competencies that address the development of "soft skills" that employers demand such as collaboration, critical thinking/problem-solving, communication, creativity/innovation and social responsibility. In a research article, "Beyond the Bell: American Institute of Research; Ready for Work," after-school programs that target these employability skills ensure that students will obtain and keep jobs and advance in their careers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A typical ACE student at Hooks ISD will spend more than the required 15 hours per week in ACE programming if funded for next year. Adding day school hours to the before and after-school hours, an ACE student will spend about 46 hours at the school per week, which far exceed the hours these students will spend with their families. For that reason, quality programming is a must, and quality happens when activities are research or evidence-based.

Starting with homework, a powerful instructional tool, research from the National Education Association places guidelines on homework. Those guidelines include the number of minutes of homework required to remain effective in the learning process. Hooks ISD adheres to these age appropriate minutes and assigns homework accordingly.

Healthy meals and snacks are backed up by research from the Afterschool Alliance. Healthy meals in afterschool can encourage participation in the program and nutritious meals improve effectiveness in afterschool enrichment activities. Along this same line, physical activities have the same positive effects in that when students are active they are healthier which affects both attendance and achievement. Team sports offered in the ACE program provide opportunities for students to develop both socially and emotionally in that teamwork, collaboration and problem-solving are encouraged.

Hooks ACE program has moved from "parent involvement" to "family engagement." Research by Jamel Sharif in Educational Leadership, September 2017, says that communicating relentlessly with home, refocusing parent events and keeping it real, teachers and parents will have opportunities to do their best work. With stronger links between home and school, students can produce better with more sustainable results, and can see a difference in their sense of self-worth and their future." A key element to creating this home-school connection is the Family Engagement Specialist who, according to research, meets the parents where they are. Monthly family nights are well-attended and are seen as essential opportunities to eliminate barriers between parents and teachers. Constant communication via newsletters, Facebook and the website will keep the flow of information between home and school a strong component of the program.

Enrichment activities will be the best effort to attract students to the program. With a standards-based curriculum as the anchor for enrichment, other opportunities will be offered. Those will include activities that will complement classroom instruction and broaden the scope of what they are learning through practical experiences. Examples would include gardening and culinary arts which both have literacy and science elements that will provide real world experiences that make the standards come alive.

With a keen eye on career investigation and exploration, the ACE program will continue the strong partnership with Texarkana College where students and community members can participate in a welding certification course. Other career interest efforts are imbedded in STEM projects and in units from *Mindworks* curriculum. Research from the Afterschool Alliance reveals that 80% of the jobs today require "skilled" workers. Employment growth is fastest for those that require either technical school or postsecondary coursework. With this research as a basis, the ACE program will investigate other certifications and licensing opportunities offered through Texarkana College. With continued funding the ACE program will continue its path to offer a comprehensive, well-rounded, research-based learning environment with plans to enhance past efforts to create multiple pathways for all of our students. It is through collaborative partnerships and a strong alignment with day school that the ACE program can augment the wealth of opportunities that are offered for our kids.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research by Chris Gabrieli in his article, "More Time, More Learning," shows that the greatest opportunity that expanded learning time offers for improving academic achievement comes from being able to better individualize instruction – putting the right teachers with the right students and focusing on the right skills. The Hooks after-school program will increase learning time for students, thus increasing the opportunities for academic success.

Increased learning time will require that 35 weeks of programming will be implemented. Within that time a regular schedule of research-based activities will be offered before- and after-school and in summer school that include homework, tutoring, enrichment, physical activity and healthy snacks.

Studies of after-school programs that provide homework assistance have found few definite links to improved student achievement. Several studies, however, noted improvements in **student motivation and work habits**, which may indirectly affect achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al. 2005). With that research in mind, a homework session will be provided during the after-school program. Along with homework sessions, tutoring sessions will be offered. One of the goals of the after-school program is to foster a strong alignment to the day school that will allow after-school staff to provide targeted tutoring during this period.

In an effort to address social and emotional skills and career competencies, careful selection of a curriculum is needed. *Mindworks*, a hands-on, research-based product, offers both academic and 21st century skills support through units that require collaboration, critical thinking, innovation and problem solving, each of which is a workplace/employability skill in today's workforce. *Mindworks* will be the main resource for an enrichment session as well as project-based learning directed by guest speakers and volunteers from the community.

A research brief by Castelli, et al, at UT Austin, reports that regular participation in physical activity and higher levels of physical fitness have been linked to improved academic performance and brain functions, such as attention and memory. Many other studies have shown these correlations, all of which drive the need for a physical activity session during the after-school program. Secondly, the typical after-school student has little or no access to organized sports or other extra-curricular activities such as dance or gymnastics. Offering physical activity sessions will help to level the playing field with more affluent non-after-school participants.

A healthy, balanced diet is linked with academic achievement. In fact, the absence of certain food groups or nutrients in a child's diet can negatively impact grades and attendance. Kids who don't eat enough fruits, vegetables and milk and dairy foods tend to get lower grades than students who do meet dietary recommendations. For this reason, healthy snacks/meals will be provided in the after-school program.

With a three-fold approach that includes 1) increasing learning time, 2) using research-based strategies/resources and 3) providing data-driven individualized instruction, the after-school program will offer an instructional recipe for success in improving academic achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In today's society, schools and parents are responding to increased expectations, economic pressures, and time constraints. In these changing times, effective partnerships between teachers and parents become even more essential to meet the needs of the children they "share." To build this partnership, communication is fundamental. Through prior grant practices, the Hooks ACE program has established multiple means of sharing information that flows between the school and home. Those efforts will be continued and will be evaluated to determine the effectiveness of all avenues of information dissemination. Key to the flow of information from the program is the Family Engagement Specialist who provides monthly parent/community events, maintains the after-school section of the district website and arranges public performances by after-school students at school board meetings and special events. A colorful, informative newsletter that showcases after-school program accomplishments and activities is sent out to parents on a monthly basis. Electronic copies of the newsletter can be seen on the Hooks ISD website under the after-school tab. In addition to these avenues of communications, the ACE program has a Facebook page and Skyward Family Access along with a popular Facebook page.

Upon award of the grant EVERY parent will receive a mailout in Spanish or English that invites them to attend a "roll-out" event. To reach all parents, informational meetings will be held at various times to inform parents of the benefits of the program and the effectiveness of family engagement. Parents will be provided with eligibility requirements, schedules and anticipated outcomes of the program. Monthly parent nights will give the Family Engagement Specialist and the grant team a chance to build relationships with parents and community members and will give opportunity for communication of information on a two-way basis.

Hooks does not have a local paper. Most residents subscribe to the Bowie County Tribune. Announcements about the ACE program will be advertised in the Tribune and accomplishments of students in the program will be entered for publication.

Communication about the ACE program will be vital to the public perception of the efforts of the after-school program. Keeping families actively involved will help promote a community spirit between the school and the home. ACE program staff strongly believe that cultivating the teacher-parent relationship is vital to the development of schools as learning communities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hooks ISD's afterschool program would not exist without the provision of transportation home in the after-school and summer school program. Hooks is a rural district that covers over 60 square miles where many families live outside the city limits in more rural areas on county roads. A study from the Afterschool Alliance shows that 87% of working families say that the hours afterschool are when they are most concerned about their children's safety. "Afterschool stress" can lead to distraction that causes lower productivity, high turnover and absenteeism. Since a majority of parents have jobs outside of Hooks, Texas, schedules can be problematic for families in that it is difficult for parents to leave work in time to pick their children up from school. With transportation provided, parents will more likely make it home in time to greet their children as they arrive by school transportation. A parent wrote, "This program has really helped me feel more secure about the safety of my child. Without the program and without transportation from the program, our lives would be very stressful. There are no day care centers and there are no community organizations that could work with my child to provide him a safe place to go after school."



Safe travels on buses are ensured in a number of ways:

- Bus drivers for Hooks ISD are trained annually and throughout the school year in:
 1. Transportation rules and regulations,
 2. Procedures for handling bus break-downs and in
 3. Strategies to manage student discipline on the bus.
- Buses have cameras that record student and driver behavior that can be reviewed in case of a problem
- They have communication radios that are used to report to the transportation director any situations that may arise.
- Bus maintenance is a top priority for the district to keep the fleet in good working condition

Bus drivers have radios and cellphones that are used to stay in contact with the Project Director to make sure that all students have arrived home safely. These are necessary tools to communicate changes in where students will be left and changes in who will pick the students up from school. Family situations often dictate that a student may need to stay with grandparents or other reliable adults. A system of communication about these changes will be in place to keep both the school and the parents informed.

Transportation is essential to attendance in the ACE program. Parent surveys have indicated that if transportation were not provided, their children would not be able to attend.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"After-school programs are prime settings for the formation of close, enduring ties with caring adults. The quality of the relationships that are forged can directly influence youth's attendance decisions and the developmental benefits they derive," says Dr. Jean Rhodes in an article in the "National Mentor Partnership." Keeping this article in mind, Hooks' ACE program will tap into pools of volunteers from the community who can provide additional support. Inclusion of community volunteers, such as retired adults, could be an important benefit to after-school programming. Retired adults often have more time to devote to this pursuit and are ideally positioned to provide the level of personal attention, academic tutoring and emotional support that many youth need.

Abiding by Board policy (GKG – Legal) and safe practices, all volunteers will be screened for criminal activity through the Texas Department of Public Safety. References will be checked thoroughly to be sure that volunteers are vetted to be reliable, appropriate helpers in the after-school program. Volunteers will be issued badges that indicate that they are indeed registered with the school so they can be easily identified by the staff. The ACE program will assure that there will be a right fit for volunteers working with children. They will work only under the supervision of ACE staff.

Volunteers will play a vital role in the after-school program. The district believes that volunteers build relationships and connections with students that can be developed particularly in the after-school hours. A recruitment campaign will identify community members who have a talent to work with children in activities such as cultivating a school garden or becoming a reading buddy. With a focus on college and career readiness, volunteers from the world of work will be invited to participate in after-school programming. Students will explore careers through career fairs, job shadowing and field trips. A well-rounded curriculum and knowledgeable volunteers will make Hooks after-school program a unique opportunity for our children.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Sustaining quality programming for the Hooks ACE program will be very challenging if grant funds are not available. ACE prides itself in the abundance of valuable activities and opportunities that have been provided for the students. Parents have become dependent on services such as snacks, meals, homework assistance, enrichment activities and transportation home. Administrators have seen substantial improvements in those important areas such as achievement, attendance, discipline and graduation rates. To eliminate the program would be devastating to the school and to the families it serves. The best efforts in sustaining the program will mean severe cutbacks in staff and activities along with the possible elimination of meals and transportation.

However, if the goals of the program can be achieved on a slimmer budget, Hooks ISD will examine every avenue to address the ACE program goals using various funding sources and in-kind donations. It is never a good practice to wait until grant funding has run out to consider the means for continuation of programming. Sustainability considerations should be planned from the onset of the program and revisited at points during the grant period. Careful thought must be given to alternative means to reach the district's goals with different combined funding sources such as ESSA, IDEA-B, Rural and Low Income Schools, other grants and local dollars. Other sources may come from partnerships with regional community organizations or from regional champions of the program.

A realistic sustainability plan begins with a needs assessment. Consideration should be given to the goals of the grant to remind the district of those things that are vital to student success, such as improving academics or increasing family engagement in the school. What are the non-negotiables? What elements of the program can be eliminated or cut back? An assessment will reveal these things enabling the district to deliver a newly designed after-school program.

After a comprehensive needs assessment project staff must use feedback and evaluation to determine how the program design meets the initial goals of the extended learning effort. At this point administrators must tackle the 3R's of sustainability:

- Review
- Restructure
- Redesign

Consideration must be given to what has worked, what needs modification, what needs reduction, what budgetary issues must be considered and what findings from early evaluation data indicate. In summary, sustainability plans must take into account that program continuation might not look exactly like the program funded by the grant. Goals may have to be refined and the program design may need to be altered to meet any budgetary constraints.

With family and community needs weighing heavy on their minds, Hooks ISD administrators will make every effort to continue programming that conforms to the needs of the children and that maintains responsible fiscal practices.

(Board of Trustee commitment letters are attached.)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(as) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A number of funding sources will be coordinated with the Hooks ACE program to leverage funding necessary to operate a comprehensive after-school program. An existing program, the USDA Food and Nutrition program provides meals for the day school and will provide guidance for the after-school snacks and meals. Funding from the USDA flows through to states and allows for support for feeding children in the school setting both in the day school and the after-school.

Transportation is another existing service that Hooks ISD provides. With processes and procedures already in place the transportation director will organize and supervise the safe transport of students from the after-school program to their homes. Health services are provided in the day school by a certified school nurse. Should any health issues arise during the after-school time, the nurse will be on call to assist. Counselors work primarily with students during the day school, however, students from the after-school program may be referred to the counselor when social and/or emotional issues arise.

Federal funding sources will be from ESSA (Every Student Succeeds Act) that provides supplemental funding for family engagement and supplies. Many of the resources purchased with ESSA funds for day school classrooms will be shared with the after-school program, such as computer assisted instruction programs and other technology infrastructure. A portion of IDEA-B funds will be allocated to the efforts in the after-school program that support children with special needs.

Local in-kind funding will be used to provide several required components of a comprehensive program. Offices for the Project Director, Family Engagement Specialist and three site coordinators will be provided at no cost to the ACE program by Hooks ISD. ACE staff will be housed in established administrative and instructional areas. After-school programming will be held in classrooms, gyms, libraries, and cafeterias at no cost to the program. Maintenance of the facilities will be the responsibility of the district as well as maintenance of technology. All printing and communication efforts such as internet access and telephones will be paid by the district.

In summary, existing programs and services will be shared by the day school with the after-school program. Funding sources will be coordinated to allow for the leveraging of the ACE program expenditures and its comprehensive afterschool efforts to reach the goals of the 21st CCLC.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019902

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		Hooks High School 401 Avenue A Hooks, Texas 75561	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8
		9-digit campus ID number: 019902002		<input type="checkbox"/> K-2	<input type="checkbox"/> 9
		Cost per student \$998		<input type="checkbox"/> 3-4	<input checked="" type="checkbox"/> 10-11
				<input type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 12
		"Regular" student target (to be served 45 days or more annually): 50	Parent/legal guardian target (in proportion with student target):	25	
		Feeder school #1	Feeder school #2	Feeder school #3	
		Campus name			
		9-digit campus ID number			
		Estimated transportation time			
Center 2		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		Hooks Junior High School 3921 FM 560 Hooks, Texas 75561	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> 7-8
		9-digit campus ID number: 019902041		<input type="checkbox"/> K-2	<input type="checkbox"/> 9
		Cost per student \$999		<input type="checkbox"/> 3-4	<input type="checkbox"/> 10-11
				<input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 12
		"Regular" student target (to be served 45 days or more annually): 70	Parent/legal guardian target (in proportion with student target):	40	
		Feeder school #1	Feeder school #2	Feeder school #3	
		Campus name			
		9-digit campus ID number			
		Estimated transportation time			
Center 3		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		Hooks Elementary School 401 Pinecrest Road Hooks, Texas 75561	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8
		9-digit campus ID number: 019902102		<input checked="" type="checkbox"/> K-2	<input type="checkbox"/> 9
		Cost per student \$999		<input checked="" type="checkbox"/> 3-4	<input type="checkbox"/> 10-11
				<input type="checkbox"/> 5-6	<input type="checkbox"/> 12
		"Regular" student target (to be served 45 days or more annually): 90	Parent/legal guardian target (in proportion with student target):	50	
		Feeder school #1	Feeder school #2	Feeder school #3	
		Campus name			

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	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 019902			Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student \$		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	
			Feeder school #2	
			Feeder school #3	
	Campus name			
9-digit campus ID number				
Estimated transportation time				
Center 5	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student \$		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	
			Feeder school #2	
			Feeder school #3	
	Campus name			
9-digit campus ID number				
Estimated transportation time				
Center 6	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student \$		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	
			Feeder school #2	
			Feeder school #3	
	Campus name			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 019902			Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	
			Feeder school #2	
			Feeder school #3	
	Campus name			
9-digit campus ID number				
Estimated transportation time				
Center 8	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	
			Feeder school #2	
			Feeder school #3	
	Campus name			
9-digit campus ID number				
Estimated transportation time				
Center 9	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	
			Feeder school #2	
			Feeder school #3	
	Campus name			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 019902			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
	9-digit campus ID number			
	Estimated transportation time			

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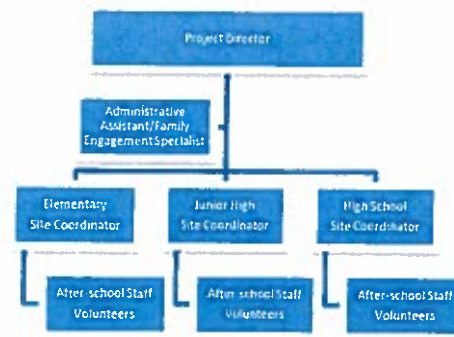
Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Effective grant management can be seen in the Hooks ACE after-school organizational flow-chart. With each component of the hierarchy being just as vital as the next, a smooth flow of information and a strong adherence to the responsibilities at each level, the after-school program will be a well-oiled machine.



With the main mission and vision – that learning can be fun, engaging, and meaningful—the after-school program must have a keen focus on planning and evaluating program elements. A proactive approach to **providing a high-quality program** lies in the communication efforts between:

- Grant staff members
- After-school staff and day school staff
- After-school staff and campus/district administration

According to RegPoint Solutions' article, "Effective After School Programs," effective after-school programs have staff that has a clear mission and vision, has trust in the staff – their ability and knowledge has clear, frequent lines of communication, maintains good relationships with the day school program, and feels needed and valued in the success of the program and its management. Hooks will hire the strongest candidates for the after-school program to ensure effective management, strict adherence to grant requirements and high-quality programming. **Mandatory weekly meetings** will give the staff a regular avenue for planning and/or improving activities and their schedules. Confidential discussions concerning student issues allow for new ideas to emerge and will allow for the identification of specific services that contribute to differences in student performance, giving the staff the support they need when managing the program.

Effective program management leads to optimal center operations and effective efforts to meet student targets. The program's evaluation design focuses on data that indicate trends in 21st CCLC's required areas: achievement, grades, attendance, discipline and graduation rates. **Incorporating research-based strategies** and processes is fundamental to addressing student targets to ensure that the program maintains its focus.

While the Project Director is responsible for the management of grant funds, the Business Manager and the Director of Federal Programs will have the ultimate authority for expending grant funds according to the fiscal guidelines. **Constant communication** between these three will be vital to the distribution and accountability of grant funds. As listed in the Center Detail table, all three campuses have greater than 40% economically disadvantaged. The average funds budgeted for each campus is \$999. These funds will support the maintenance of successful practices from previous grant activities and the implementation of improved practices that will enhance existing efforts that support over 200 students and over 100 parents.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The most valuable activity for the grant will be the multi-faceted process for evaluating the success of the activities and efforts of the project, including evaluations of staff performance. Key questions to ask when evaluating the program would be, "Are our students growing in achievement?" "Does the community, especially parents, see the value of the program?" "Have we affected day school discipline rates and student self-confidence?" Buried in the answers to these questions will be a variety of data taken from those that are qualitative and those that are quantitative.

Hooks' ACE evaluation plan starts with the day-to-day contact with the campus day-school staff. Teachers and principals from day school are a continuous source of information concerning the performance of the ACE students in terms of their behavior, their academics and their attendance. ACE staff provides a seamless transition to the after-school setting where student performance is reinforced and/or remediated. Since there is a dedicated Family Engagement Specialist, parent contact is more easily achieved by keeping the lines of communication between home and school open and constructive.

Along with the alignment with day school, ACE staff collects and studies data on the ACE students every 6 week grading period. Student level reviews are developed in spreadsheets that help the staff see trends in achievement, grades, attendance and discipline, giving the staff an overall picture of student performance. Not only do they study overall trends, they look at data for each and every student to see if there may be issues that are affecting individual student performance. Providing the most effective programming lies in the staff's ability to monitor and adjust to meet the students where they are. Success in all areas is measured quantitatively which allows for targeted decision-making by the ACE staff to allow for problem-solving for any issues that may arise from the evaluation process.

Fundamental to the evaluation process is the engagement of stakeholders. If they are part of the process, they will feel a good deal of ownership for its results. For this reason soft data, or qualitative data, is used and is taken primarily from surveys. Parents in Hooks ISD are accustomed to surveys where the district makes an effort to listen to their concerns. Survey data is quantified and examined for trends and areas to improve. Another source of soft data comes from Family Nights that are held on a monthly basis. These events give parents and teachers yet another avenue of communication where they are in a relaxed setting feeling free to share thoughts and opinions about the ACE program. It is important to the ACE staff that parents and teachers work as a team to provide the best learning environment for the children. Parents are not the only group surveyed. Day school teachers, administrators and students have a right to be engaged because they will be affected by any changes, expansions or alterations in programming.

Hiring an external evaluator is the final facet of evaluation. It is the job of the evaluator to look at the program with fresh eyes and provide new or different ways of determining effectiveness. Through monthly conferences with the evaluator the ACE staff can be assured that data collection is done in a way that gives a true picture of the impact of the program on the ACE students.

Evaluation is a powerful strategy for distinguishing our intervention from those that make a difference and those that don't. It is a driving force for developing and adapting sound strategies, improving existing activities and demonstrating the results of investments in time and other resources. It also helps determine if what is being done is worth the cost.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 019902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 019902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 019902

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Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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